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ABSTRACT

Presented is the report of the Adaptive Education Task Force in Madison (Wisconsin) Public Schools which followed an investigation of the need to broaden the scope of physical education and recreation services to handicapped students. The work of the task force is reported in summary form in three parts: a position statement, assessment of needs, and program needs and recommendation; and Part 4 includes appendixes giving more detailed information about selected aspects of the report. Developed in Part 1 is a position statement defining the need for adaptive/alternative learning experiences as an integral part of the existing physical education program. Appraised in Part 2 is the extent to which adaptive/alternative experiences are being provided for students with special needs; and the unique needs that cannot be effectively dealt with in the rugular physical education class are pointed out. Provided in outline form in Part 3 are recommendations along with objectives, planning and development needs, and funding components pertaining to the development of adaptive/alternative physical education and recreation programs. Included in the appendixes are program implementation plans for specific schools (providing programs for conditions such as visual handicaps, mental handicaps, and emotional disturbances, a proposal for assessing effectiveness of current programs, and a model for planning/development of adaptive and alternative programs. (Author/SB)

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Adaptive Physical Education Task Force

SUMMARY REPORT

EXPANDING PHYSICAL EDUCATION SERVICES TO PUPILS WITH HANDICAPPING CONDITIONS

BEST COPY AVAILABLE

September, 1974

Department of Research and Development

Department of Specialized Educational Services

Madison Public Schools

Madison, Wisconsin

EC 080257

Acknowledgements

The members of the Adapted Physical Education Study Task Force express their gratitude to the Board of Education, Madison Public Schools, for creating the opportunity for a group of teachers interested in seeking ways to improve the educational experiences of students to come together and explore mutual concerns.

Appreciation is also expressed to the individuals who directly and indirectly contributed in the preparation of this study. Special thanks is extended to Dr. Tim Crowner, Coordinator, Specialized Educational Services, Madison Public Schools, for his deep interest and involvement in the planning and development of this study and to Dr. Dolores Geddes, Program Associate, AAHPER Information and Research Utilization Center in Physical Education and Recreation Programs for the Handicapped for her thoughtful suggestions as a consultant to the project.

The task force hopes that some measure of its gratitude to all those who have been involved will be reflected in the outcomes of the proposals contained within this report.

THE TASK FORCE

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Introduction

Background

In June, 1974, the Board of Education expressed a concern for the physical education of all pupils in the Madison Public Schools and authorized a study to investigate the need to broaden the scope of physical education services to those students with special needs. A special task force representing the departments of Specialized Education Services, School-Community Recreation, Research and Development and teachers of physical education was convened for two weeks during the month of August. Consultant assistance was obtained from the Superintendent's S.E.S. Advisory Committee, classroom teachers of the handicapped children and from the University of Wisconsin-Area of Adapted Physical Education.

Mission

The task force was to seek ways to improve the organization and nature of physical education and recreation programs in the Madison Public Schools to better meet the unique needs of those children who do not achieve general program goals of physical fitness, positive self-image, motor skills effective for daily living and social behavior, attitudes and skills essential to the use of leisure time.

To accomplish this goal the task force set about to do the following:

1. Determine the extent and nature of the need for any special effort to program for children with handicapping conditions and other conditions not generally perceived as "handicapping" but which when present lead to short term or chronic physical, social, or psychological adjustment problems. (Such cases often lead to inadequate self image and poor life long fitness habits.)
2. Develop alternative solutions (where relevant) to the "need" statement.

3. Draft recommendations for program improvement or development identified as "immediate" (those not requiring additional budget consideration and feasible for implementation in fall of 1974), "short term" (those best implemented during the fiscal year of 1975), and "long range" considerations (those requiring a two-three year period for development).

4. Prepare a written report setting forth the findings and recommendations of the task force for submission to the Superintendent.

Tasks Accomplished

The work of the task force is reported in summary form in Parts I, II and III of this document. The appendices, Part IV, has been used to present more detailed information about selected aspects of the report.

Developed were:

1. A Position Statement (including philosophy, place, definition)
2. A Needs Assessment (Phase I)
3. A Planning/Development Model for use in '74-'75 (See Appendix F)
4. A Model for Identification Procedures (See Appendix I)
5. A Needs Assessment Model (Phase II) (See Appendix E)
6. Implementation Objectives for 1974, 1975, Long Range
7. A proposal for staff development and training in 1974-75
8. Implementation strategies for 4 programs for the severely handicapped at Lapham, Badger, Gompers and Stephens (See Appendix A-D)
9. A proposal for adaptive/alternative program at La Follette (See Appendix J)
10. An extensive bibliography of resources for teacher use

Part I

Position Statement

Using the overall educational philosophy for the Madison Public Schools set forth by the Board of Education, as a rationale base, Part I develops a position statement defining the need for adaptive/alternative learning experiences as an integral part of the existing physical education program.

Position Statement

The Board of Education of the Madison Public Schools in its Philosophy of Education statement has suggested an educational program to achieve this goal. An excerpt from the Board's policy manual states:

> "We believe in a comprehensive educational program that has as its foundations a common core of educational experiences for all. This common core is supplemented by a wide variety of elective experiences which permit the individual to develop his own unique interests, abilities and goals."

The "common core" refers to those educational experiences which are considered fundamental to the development of a well-rounded individual. The importance of these experiences has led to their becoming requirements for graduation.

Physical Education is included in this "common core". The development of a student's physical capacity, with concomitant development of his mental and social capacities, leads to the realization of our ultimate educational goal. The Board of Education attests to the importance of physical education in the following statement from its policy manual:

> "The instructional program of the Madison Public Schools provides for each pupil an opportunity to acquire, through instruction in health, safety and physical education, an understanding of an appreciation for the growing and maintaining of strong bodies and necessary health habits."

The educational goals for the public schools of Wisconsin[1] include development of: (1) self-worth and confidence, (2) understanding, appreciation and concern for self and all human beings, (3) fundamental skills necessary to learning, (4) physical skills essential to fitness, health, and daily functions, (5) skills necessary for the creative use of leisure time, and (6) attitude, understanding and skills to function in an independent, self-fulfilling way, considerate and responsible toward others.

1 State Department of Public Instruction, EDUCATIONAL GOALS, A Report Prepared by the Advisory Task Force on Educational Goals for Public Elementary and Secondary Schools of Wisconsin (Madison: DPI, 1972).

We can conclude from the preceding statements that physical education, as seen by the educational policy makers, is vital to the attainment of our ultimate educational goal. With this point established we must focus on the obligation of affording physical education opportunities to every student as we determine the specific objectives and techniques necessary to implement the philosophy. This document suggests a plan for arriving at the necessary determinations.

Research has illustrated that there is a significant percentage of Madison Public School students who do not participate in the physical education curriculum. The primary reason for this lack of participation may be the inability of the student to adapt to the ongoing physical education curriculum or the failure of the program to adapt to the student. Because physical education experiences have been deemed essential to the educational background of all, the physical education curriculum must be adapted to the special needs of all students. Affording all students a meaningful physical education experience by modifying portions of the regular curriculum is traditionally referred to as adapted physical education.

Adapted physical education in an integral part of the physical education program that serves those particular students who for some reason do not participate in, or achieve the objectives, of the regular program. More specifically, adaptive/alternative physical education is a diversified program of developmental activities, games, sports, and rhythms; teaching strategies; and organizational structure; planned specifically for the capacities, limitations, and interests of students with handicapping conditions who may not safely or successfully engage in the activities of the general physical education curriculum.

The goals and objectives of adaptive/alternative physical education are the same as those of the general physical education program. Handicapped students

can develop physical skill, achieve physical fitness, interact socially, and learn to use physical activity to fill leisure time as dictated by their specific handicap. Thus, it is not the objectives of physical education that are being adapted to the handicapped student, but rather the curriculum, teaching techniques and organizational structure. In short, the adapted physical education curriculum offers a more intensive, individualized instruction to those students who need special attention.

The need for physical education learning experiences adapted to unique needs of students is essential since the entire school population cannot be served by the regular physical education program due to current scheduling problems, time allotments, insufficiently trained staff, and budget limitations.

Further need for the implementation of an adapted physical education program is defined by the recommendations and laws of the State of Wisconsin and the educational standards of the Department of Public Instruction.

1) Chapter 89, Laws of 1973:

   Chapter 89 clearly mandates that handicapped children shall be given equal educational opportunities and that such education shall be provided in a manner appropriate to the child's learning needs.

2) Chapter 118, General School Operations/Classification Standards, Items 18, 19:

   To have an approved physical education program:

   There is compliance with 118.01(3) of the Statutes which indicates that physical education shall be provided for all pupils in grades 1-12. Adaptive activities should be provided for students who cannot participate in the regular program because of physical handicaps or other limiting factors.

However, justification of adapted physical education in the Madison Public Schools should not be based solely on legal mandates. The real justification lies in the moral and philosophic committment of the school system to provide for specific needs of individual students who for some reason are not able to benefit fully from the regular physical education program. If there is justification for physical education and recreation in the education of the "average" individual then it is even more justified in the life of the individual who has lost a portion of his physical well-being and who, because of apathy, attitudinal barriers and physical barriers, has been prone to inactivity or has had inactivity unjustly imposed upon him.

To these ends, a program of physical education that allows for adaptive/alternative learning experiences is imperative to a quality educational program for each pupil in the Madison Public Schools.

Part II

Assessment of Need

Accepting the philosophy that every student is entitled to the maximum opportunity for self realization and success in attaining those goals of the physical education and recreation programs in the Madison Public Schools, Part II attempts a realistic appraisal of the extent to which adaptive/alternative experiences are being provided for students with special needs. It further points up those unique needs of pupils that cannot be effectively dealt with in the regular physical education class setting and identifies objectives that could be attained through special programming.

From this needs assessment the Task Force concludes that the figure 2,000 is fair estimate of the number of pupils in the Madison Public Schools needing an adaptive/alternative physical education program.

Physical Education Program Services in 1973-74

To Pupils in Specialized Educational Services Programs

During the 1973-74 school year over 1,200 Madison Public School students were placed in special education classes. These classes included educable mentally retarded, trainable mentally retarded, visually impaired, hearing impaired, emotionally disturbed, orthopedically handicapped and learning disabilities. Of this group:

1. 225 are known to have received no formal physical education experience.
2. Another 192 students received physical education (usually once each week) in a self-contained, adapted class situation. (Table below)

Classification	Total K-12 Population	Students In An Adapted P.E. Program
E.M.R.	308	61 — 25 Secondary, 36 Elementary
L.D.	309	8 Elementary
E.D.	292	38 — 20 Secondary, 18 Elementary
ORTHO.	72	17 Elementary
TMR	142	68 Elementary
VISUAL	17	0
HEARING	127	0
TOTALS	1,267	192

3. Though no specific data is available about the nature of the physical education program for the remainder of the special education population, it is estimated that two-thirds of these students were probably mainstreamed with regular classes; the remaining one-third were neither involved in mainstreamed or self-contained physical education classes.

Physical education teachers concur that most of these mainstreamed students are failing to achieve program goals and are consequently in need of additional supportive experiences that can only best be offered in an adapted setting.

To Pupils With Medical Problems

Another segment of the school population has been identified as having handicapping conditions that preclude success in attaining program goals. These include students with cardiac or respiratory impairments, the obese or overweight, the post-operatives, the low physical fitness students, and those with other special health problems. The extent of this population is not known in its entirety but a total of 175 mecical excuses were issued to high school students last year, excusing them from a semester of physical education. Only one school has been able to schedule an adaptive class for these students.

> Area physicians and physical education teachers feel that many of these medically excused students could have benefited from an adaptive program. In addition, many other students with medical conditions were integrated into regular classes and could have benefited more from an adaptive program.

To Pupils With Psychological Handicapping Conditions

Pupils unable to adapt to the regular physical education curriculum frequently become the chronic "non-attenders" who receive failure grades. High school students who received semester "failures", or "no credit" during the last school year numbered 1209. It is apparent that the needs of these students, despite teacher efforts, are not being met in the regular physical education class. For most of these students failure is attributed to social, emotional and behavioral factors that appear beyond their ability to cope with in a traditional setting.

> An experimental program piloted last year at Memorial High School demonstrated that the number of failure grades in physical education can be reduced significantly by providing certain students with an alternative experience. The 1974 summer high school physical education program, modified to better accommodate the needs of the "failing student", further supports the concept of an alternative program. Ninety percent of the 310 students in the summer program were originally semester failures; of these only 12 students failed or received "no credit" at the conclusion of the summer session

School-Community Recreation Program Services in 1973-74

To Pupils in Middle Schools

1. Two recreation programs were held weekly during the school day for the Educable Mentally Retarded (EMR) classes at both Marquette and Schenk Middle Schools. The purpose of these two programs for special education students was not to provide "separate but equal" programs, but to provide an opportunity for them to learn recreation activities so they can participate socially with their peers and families. These programs were conducted at the request of, and in cooperation with, the Special Education teachers and principals in those schools.

Requests have been received from the principals and teachers to continue and expand these recreation programs. They have stressed the personal growth of the students and their integration with the other students in school.

2. A similar weekly recreation program during school hours was conducted for the Schenk Middle School deaf students. (This program cannot be continued in 1974-75 since these students will be moved into their neighborhood middle schools rather than being transported to Schenk.)

To Pupils in Elementary School

An experimental noon recreation program was conducted for orthopedically handicapped children at Lapham School by two of the teachers, assisted during the second semester by the recreation department's university field work student. One teacher conducted arts and crafts activities and the other conducted floor hockey and T-ball.

The hobby-type craft program helped develop widening leisure recreation interests, which was felt to be important for the children's future life plans. The sports programs provided opportunities for the development of group skills, sportsmanship, and a sense of physical achievement otherwise not possible for these students.

To Pupils Ages 7 to 15

A program was conducted at East High School on Saturday mornings (18 sessions) for youngsters ages 7 to 15 with a variety of physical and mental handicaps with the assistance of volunteers from the University of Wisconsin and cooperation from the Easter Seal Society. This program, which has been operating since 1962, utilizes swimming, gymnasium games, arts and crafts, and rhythms. No fees are charged for participation.

The parents of many of the participants have viewed this program as one step toward preparing the students for participation in many neighborhood activities with friends and family members. The swimming opportunity has been a major attraction.

Summary

From the data presented thus far it becomes apparent that a significant population of students receive either no physical education or experience a program from grade one through grade twelve that is primarily designed for a pupil population that has the abilities to function at much higher levels or that has distinctly different needs.

The extent to which adaptive/alternative experiences in physical education and recreation are provided has been determined by availability of funds, teacher training in the nature and needs of the child with handicapping conditions and individual school committment to serving those needs. It is evident from the preceding documentation that when such programs are attempted, even when severely limited in scope, they achieve success and the demand for "equal opportunity" becomes even more pronounced.

To conclude this effort to assess the need for providing an adaptive/alternative program the Task Force has attempted to determine what the unique needs of students with handicapping conditions are and to identify program objectives that could realistically be attained if special programs were developed.

Pupil Needs and Program Objectives

The needs of individuals with handicapping conditions are not markedly different from the normal physical education class; they are identified in the outline following. They are presented under categories of various handicapping conditions and only represent the most important needs of that condition. Further, the needs are not meant to imply that all people with the same handicapping condition will display the identical limitations or that the degree of severity of the needs will be the same for all individuals. They do, however, have direct and specific implications for the determination of program objectives. The outline identifies those objectives that can realistically be attained through special physical education programming through a well-planned comprehensive physical education program.

> Study of the research literature supports the Task Force's contention that physical proficiency, in terms of those motor skills required for everyday living can be improved; that functional capacity as it relates to physical fitness can be enhanced and that attitudes toward self and others can be improved.

Students With Handicapping Conditions May Have	Program Objectives: Will Help Students to
-limited functional capacity -poor self concept -peer relationship problems -spatial orientation limitations -postural problems -poorer coordination and balance -limited leisure time skills	-improve in cardio-vascular fitness -become aware of and accept their own uniqueness -develop friendships and peer acceptance -improve in their ability to deal with directionality and laterality -develop improved alignment of body parts -improve eye-hand coordination in manipulation skills and body balance -develop skill and self reliance in dealing with problems of leisure time
Students With Orthopedic Handicaps May Have	**Program Objectives: Will Help Students to**
-poor self concept -inadequate motor skills -poor mobility -low degree of social acceptance	-understand, accept, and respect their own uniqueness as a result of learning, growth, and maturation -improve motor skill level -learn ways of moving body parts to best compensate for physical impairment -develop friendship and gain greater peer acceptance
Students With Visual Impairments May Have	**Program Objectives: Will Help Students to**
-poor kinesthetic sense -conditions that could be aggravated by certain activities -few previous experiences in physical activity	-become aware of body position in space and improve perceptual motor skill -begin to realize their limitations and develop compensatory skills -develop adequate skill level to participate in a variety of physical activities that are challenging and fun
Students With Hearing Impairments May Have	**Program Objectives: Will Help Students to**
-limited movement capacity -poorer social skills in play situations -limited means of expression	-improve basic locomotor skills -develop positive attitudes toward peers and group play situations as greater success is gained in sports skills -improve expressive ability in play situations
Students With Cardio-Vascular and Respiratory Problems May Have	**Program Objectives: Will Help Students to**
-low functional capacity -attendance problems related to condition -negative attitude toward competitive play	-improve cardio vascular fitness -become aware of possible health hazards and maintain good health habits -confidence in their strengths

Students With Low Motor Fitness May Have	Program Objectives: Will Help Students to
-poor strength -poor endurance -poor flexibility -poor agility	-develop strength, endurance, flexibility and agility corresponding to potential
Students With Chronic Attendance Problems May Have	**Program Objectives: Will Help Students to**
-negative attitude towards physical education class -limited ability to adapt to the curriculum and class organization	-decrease frustration and repeated failure -increase in their ability to deal with peers, environment, and activities in the P.E. class
Students With Mental Retardation May Have	**Program Objectives: Will Help Students to**
-no interest in self directed play -repeated failures -a short attention span -poor peer relationships	-develop ability to play in a spontaneous and purposeful manner -experience greater satisfaction and enjoyment through participation -improve ability to focus attention on a task for an appropriate length of time -develop friendships and peer acceptance
Students With Emotional Disturbances May Have	**Program Objectives: Will Help Students to**
-little initiative -difficulty in focusing on a single stimulus -have poor play experiences -overt negative or regressive behavior patterns	-become more self directed -improved ability to focus attention on the the activity at hand -develop positive attitude toward play and peers -alter behavior patterns in a positive direction
Students With Learning Disabilities May Have	**Program Objectives: Will Help Students to**
-problems understanding abstractions -repeated failure -poor spatial orientation -rigid and inflexible posture -difficulty in gross and fine muscle coordination	-improve in ability to understand abstractions -experience greater satisfaction and enjoyment through participation -improve in ability to deal with laterality and directionality -improve alignment of body parts and flexibility -improve fine and gross muscle coordination
Students With Neurological Impairments May Have	**Program Objectives: Will Help Students to**
-poor body control -poor gross motor skills -poor body image -poor socialization skills	-improve muscular control -improve gross motor skills -understand their limitations and develop positive attitude toward his/her body image -develop friendships and peer acceptance

Students With Weight Problems May Have	Program Objectives: Will Help Students to
-poor body image -postural deviations -low cardio-vascular fitness -nutritional problems	-understand their limitations and develop positive attitudes toward their potential -improve alignment of body segments -improve functional capacity -become aware that good nutritional habits aid in day to day performance
Students With Special Health Problems May Have	**Program Objectives: Will Help Students to**
-Hemophilia -Epilepsy -Diabetes -Muscular Dystrophy -Anemia -Post Operative -Asthma	-understand and accept the realistic limitations of their medical problems -develop compensatory skills, interests and competancies in physical activities that have fitness value, that are fun and that reflect good uses of leisure time

Conclusions

If physical education program objectives are to be attained by those students who have handicapping conditions as described in this section of the report the Task Force concludes that certain program needs must be provided for at the district level. They will be developed more fully in Part III and include:

1. Formal recognition of the need - and support - for the development and implementation of adaptive/alternative physical education programs in the Madison Public Schools.

2. A system-wide K-12 assessment of student attainment of program objectives in physical education.

3. Greater integration of physical education and leisure education concepts into special education curriculums.

4. Identification of manpower needs (training, number, etc.) to implement programs of physical education and recreation for the underachieving student.

5. Research to determine the effects of physical education and recreation programs for the handicapped.

6. More effective utilization of existing funding resources for program planning, implementation and evaluation.

Part III

Program Needs And Recommendations

Program Development Needs and Recommendations

Format

The Task Force, having concluded that there is a priority need for the development of adaptive/alternative physical education and recreation programs in the Madison Public Schools, began a search for "solutions". The major program development needs were identified, tested with several resource persons, refined where necessary and are presented on the following pages with those recommendations felt to be pertinent and essential to goal attainment.

In general, each recommendation is the product of two or three alternatives that were explored and eventually discarded for reasons of cost, "fit" or anticipated results. Each recommendation has an objective component, a planning and development needs component, a time continuum component and a funding component and is presented in outline form on succeeding pages. The reader is directed to the appendices for a more complete narrative of each recommendation.

I. Objectives for Fall, 1974	Program/Development Needs	Recommendations
A. To establish district-wide committment to a philosophy of physical education for all students. B. To achieve compliance with existing legislation mandating physical education for all children and state standards for quality programs.	1. District-wide recognition of the need to provide adaptive/alternative programs of physical education and recreation for those students who cannot attain the goals of physical education in the Madison Public Schools in the regular class setting.	1.1 Board of Education position statement philosophy for and adaptive/alternati cation experiences with handicapping 1.2 District and area given to the devel adaptive/alternati a high priority in education for the
C. To assist present programs under development. D. To reduce the incidence of student failure and medical excuses at the secondary level. E. To assist staff in gaining greater knowledge about the nature of the child with handicapping conditions.	1. Develop support and monitoring systems for new programs beginning September 1974 for the severely handicapped at Lapham, Badger, Stephens and Gompers. (See Appendices A-D) 2. Assist East and Memorial High Schools in the further development of their adaptive/alternative programs. 3. Provide inservice experiences to those teachers working with mainstreamed students and special adaptive/alternative classes.	1.1 Develop and pilot and assessment too ongoing programs. 1.2 Pilot area Plannin tions Model. (See 2.1 Same as item A, 1. 2.2 Develop student pr with U.W. Physical 3.1 Develop an on-goin staff development structure, Madison University.

74	Program/Development Needs	Recommendations	Budget Implications For 1974
ide ophy or ith n- on ate	1. District-wide recognition of the need to provide adaptive/alternative programs of physical education and recreation for those students who cannot attain the goals of physical education in the Madison Public Schools in the regular class setting.	1.1 Board of Education approval of the position statement setting forth a philosophy for and the creation of adaptive/alternative physical education experiences for students with handicapping conditions. 1.2 District and area committment be given to the development of adaptive/alternative programs as a high priority in physical education for the next three years.	no cost no cost
ms	1. Develop support and monitoring systems for new programs beginning September 1974 for the severely handicapped at Lapham, Badger, Stephens and Gompers. (See Appendices A-D) 2. Assist East and Memorial High Schools in the further development of their adaptive/alternative programs. 3. Provide inservice experiences to those teachers working with mainstreamed students and special adaptive/alternative classes.	1.1 Develop and pilot screening devices and assessment tools in selected ongoing programs. (See Appendix E) 1.2 Pilot area Planning and Communications Model. (See Appendix F) 2.1 Same as item A, 1.1 and 1.2. 2.2 Develop student practicum programs with U.W. Physical Education Dept. 3.1 Develop an on-going program of staff development through the area structure, Madison Exchange and University.	$1200 No cost No cost No cost No cost

I. Objectives for Fall, 1974	Program/Development Needs	Recommendations
F. To implement a planning/development/evaulation model appropriate for use within an area and throughout the district.	1. Assess number of students who are not participating or who are inappropriately placed in a mainstreamed or normal physical education class.	1.1 Area directors aut tribution of two q instruments to phys staff. (See Append
	2. Implement physical education and recreation Planning/Development Model in at least one attendance area. (See Appendix F.)	2.1 Area Coordinating C S.E.S. approve mod implementation.
	3. Pilot model for student identification and placement in adaptive/alternative classes. (See Appendix I.)	3.1 Solicit approval o Coordinating Counci model.
	4. Incorporate programs of recreation aimed at meeting needs of population with special needs.	4.1 Seek support of Sch Recreation and S.E.
	5. Create a medical advisory committee to provide guidance and support for program.	5.1 Seek authorization a medical advisory include Dane County cine Committee, Cit Madison Public Scho priate community gr
	6. Identify and provide for equipment and facility needs and modification.	6.1 Funds not to exceed be allocated to exp innovative equipmen
	7. Provide guidance, direction, and coordination to district-wide implementation.	7.1 Maintain Task Force the school year 197 tinue planning spec of the program.
G. To assess the effectiveness of on-going programs in meeting the needs of the "under-achiever".	8. Determine the degree to which the physical and behavioral skills of the "under-achiever" are being attained in current programs.	8.1 Administer appropri protocol to special in adapted and main

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Program/Development Needs	Recommendations	Budget Implications For 1974
1. Assess number of students who are not participating or who are inappropriately placed in a mainstreamed or normal physical education class.	1.1 Area directors authorize the distribution of two questionnaire instruments to physical education staff. (See Appendix G and H.)	No cost
2. Implement physical education and recreation Planning/Development Model in at least one attendance area. (See Appendix F.)	2.1 Area Coordinating Council and S.E.S. approve model for implementation.	No cost
3. Pilot model for student identification and placement in adaptive/alternative classes. (See Appendix I.)	3.1 Solicit approval of S.E.S. and Coordinating Council to employ model.	No cost
4. Incorporate programs of recreation aimed at meeting needs of population with special needs.	4.1 Seek support of School-Community Recreation and S.E.S.	$720
5. Create a medical advisory committee to provide guidance and support for program.	5.1 Seek authorization to establish a medical advisory committee to include Dane County Sports Medicine Committee, City Health Dept., Madison Public Schools and appropriate community groups.	Unknown
6. Identify and provide for equipment and facility needs and modification.	6.1 Funds not to exceed $500 in 1974 be allocated to experiment with innovative equipment.	$500
7. Provide guidance, direction, and coordination to district-wide implementation.	7.1 Maintain Task Force operation for the school year 1974-75 to continue planning specific aspects of the program.	$120
8. Determine the degree to which the physical and behavioral skills of the "under-achiever" are being attained in current programs.	8.1 Administer appropriate testing protocol to special education pupils in adapted and mainstreamed classes.	Cost reflected in item "C, 1.1"

I. Objectives for Fall, 1974	Program/Development Needs	Recommendations
H. To gain support and committment of "outside" resources for program planning and development.	1. Cooperation of the University of Wisconsin-Madison.	1.1 Establish a liaiso Department of Phys Recreation, and Be ties to develop jo areas of teacher t research.
	2. Establish outside-of-district sources of funding for specific projects relating to program development and evaluation.	2.1 Seek authorization aid from Bureau fo Children for teach equipment provided education.
		2.2 Develop proposals to various governm and other possible aids/grants.

Program/Development Needs	Recommendations	Budget Implications For 1974
1. Cooperation of the University of Wisconsin-Madison.	1.1 Establish a liaison with U.W. Department of Physical Education, Recreation, and Behavioral Disabilities to develop joint efforts in areas of teacher training and research.	No cost
2. Establish outside-of-district sources of funding for specific projects relating to program development and evaluation.	2.1 Seek authorization for financial aid from Bureau for Handicapped Children for teacher services and equipment provided for special education.	No cost
	2.2 Develop proposals for submission to various governmental agencies and other possible sources of aids/grants.	No cost

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Objectives for 1975	Program/Development Needs	Recommendations
A. To develop screening techniques for determining program entry level skills. B. To assess the effectiveness of current programs throughout the district in meeting the needs of the underachiever.	1. Determine pupil performance levels on measures of posture, psychomotor skills, cardiovascular fitness and affective behavior that are appropriate for use at the following levels: K-3-6-9	1.1 Develop assessment measure posture, p and cardiovascular cooperation with R and U.W. (See Appe 1.2 Permission be gra the tests system-
	2. Establish identification criteria using: - medical referrals - screening devices - teacher/staff referral	2.1 Seek input and app staff and medical
	3. Determine impact of the "year's" learning experience on variables tested in fall '74 with pupils in education programs.	3.1 Complete post test sample involve in
C. To continue implementation of planning/development/evaluation model.	1. Support program development efforts with trained personnel.	1.1 Staff positions wh ternative programs ers licensed in sp physical education 1.2 Begin a policy of with individuals w ground or interest alternative physic
	2. Provide present staff with in-service experiences in adaptive/alternative physical education.	2.1 Develop on-going p training through M and U.W. Summer Cu
	3. Provide teacher allocations to support program needs.	3.1 Work with high sch S.E.S. and others "formula" that wil teacher need to su alternative progra

	Program/Development Needs	Recommendations	Budget Implications 1975
n- ls. ess ugh- ing niever.	1. Determine pupil performance levels on measures of posture, psychomotor skills, cardiovascular fitness and affective behavior that are appropriate for use at the following levels: K-3-6-9	1.1 Develop assessment instruments to measure posture, psychomotor skills and cardiovascular fitness in cooperation with R. & D., S.E.S. and U.W. (See Appendix E)	$2,100
		1.2 Permission be granted to administer the tests system-wide in 1975-76.	$1,000
	2. Establish identification criteria using: - medical referrals - screening devices - teacher/staff referral	2.1 Seek input and approval from S.E.S. staff and medical advisory committee	No cost
	3. Determine impact of the "year's" learning experience on variables tested in fall '74 with pupils in education programs.	3.1 Complete post testing on population sample involve in fall testing.	No cost
of a-	1. Support program development efforts with trained personnel.	1.1 Staff positions where adaptive/alternative programs occur with teachers licensed in special education - physical education.	No cost
		1.2 Begin a policy of filling vacancies with individuals who have a background or interests in adaptive/alternative physical education.	No Cost
	2. Provide present staff with in-service experiences in adaptive/alternative physical education.	2.1 Develop on-going programs for teacher training through Madison Exchange and U.W. Summer Curriculum Workshop.	$2,000
	3. Provide teacher allocations to support program needs.	3.1 Work with high school principals, S.E.S. and others to develop a "formula" that will recognize special teacher need to support adaptive/alternative programs.	Unknown

Objectives for 1976-78	Program/Development Needs	Recommendations
A. Continue emphasis on the refinement and expansion of adaptive/alternative programs for all students with unique learning needs.	1. Establish a sustaining adaptive/alternative physical education program on a district wide basis. 2. Establish policy of continual district wide assessment. 3. Establish screening criteria as a district wide policy and procedure.	1.1 Provide resources implementation an done on a distric 1.2 Additional recomm to objective atta to be developed l
B. Seek to provide greater individualization of learning experiences in physical education for all learners.	4. Establish competency-based program at high school level. 5. Develop physical education staff allocations that will allow for a variety of pupil grouping patterns.	

Program/Development Needs	Recommendations	Budget Implications 1976-78
1. Establish a sustaining adaptive/alternative physical education program on a district wide basis. 2. Establish policy of continual district wide assessment. 3. Establish screening criteria as a district wide policy and procedure. 4. Establish competency-based program at high school level. 5. Develop physical education staff allocations that will allow for a variety of pupil grouping patterns.	1.1 Provide resources to ensure that implementation and assessment can be done on a district wide basis. 1.2 Additional recommendations essential to objective attainment in '76-'78 to be developed later.	Unknown

Summary

The task force believes that approval of the recommendations offered on the preceding pages would enable the program objectives presented in Part II, pages 13-16 to become a reality in the next three years. Those recommendations which the task force feels require "formal" action or approval are:

1. Approval of the position statement authorizing the inclusion of an adaptive/alternative program as a part of the total physical education program in the Madison Public Schools.

2. Commitment from each attendance area to consider development of adaptive/alternative curriculums as a high priority item within the physical education program for the next three years.

3. Approval to develop, pilot, and implement a system-wide assessment model for student attainment of program objectives in physical education, kindergarten through grade 12.

4. Authorization to implement the Planning and Communications Model (Appendix F) in at least one area in 1974-75.

5. Approval to implement a model for pupil screening and placement. (Appendix I)

6. Approval to develop U.W. student practicum programs in appropriate schools.

7. Area commitment to on-going programs of staff development in adaptive/alternative physical education.

8. Approval to establish a medical advisory committee to assist district in planning to meet the needs of students with medical impairments.

9. Permission to continue task force operations through current school year.

PART IV

APPENDICES

Program Implementation Plan

Glen Stephens School

I. Needs of the Visually Handicapped

A. to learn to enjoy free and natural movement

B. individual orientation to new facilities and equipment

C. manual guidance of body in learning new motor patterns

D. additional development of kinesthetic sense

E. to improve functional capacity, cardio vascular and respiratory fitness

F. to improve spatial orientation

G. to improve posture, coordination and balance

H. to have modified activities for certain conditions

I. guidance to become involved in leisure time activity

II. Goals of the Adapted Physical Education Program for the Visually Handicapped

A. To meet the physical needs of the student the program will:

1) provide a formal program of physical fitness geared to the individual needs of the students.

2) provide experiences in learning basic movement skills.

3) provide guidance in manipulating body parts in learning movement patterns.

4) provide instruction for student in learning good posture, balance and coordination skills.

5) provide experiences for the further development of kinesthetic senses.

B. To meet the social needs of the student the program will:

1) increase the physical fitness level and skills of the student so that he/she can better handle a mainstreaming experience.

2) provide group activities for students to participate in by implementing the mainstream concept.

C. To develop confidence and self-reliance within the individual the program will:

1) provide additional experiences of orientation to facilities and activities.

2) provide individual instruction in use of equipment.

D. To direct students toward healthful wholesome habits in everyday life the program will:

1) teach skills necessary for participation in leisure time activities.

2) provide recreational outings in conjunction with volunteer helpers.

III. Implementation

At Glenn Stephens School, 2 hours a week have been allocated for an adapted physical education program for the visually impaired. Following is the development of the 1974-75 program.

A. Instructional Program

Adapted Program

1) "Special Help" time for students who are all mainstreamed in regular physical education class. (30 minutes-2 times/week) The physical education teacher will attempt to meet the program goals by working with students on -

a) individualized physical fitness and conditioning programs

b) posture, balance, and coordination

c) sports skill necessary for game play

d) utilization of equipment

e) tumbling and gymnastic skills

f) locomotor and rhythmic patterns

- so that he/she will be more likely to experience success participating in the regular physical education class.

2) "Nursery Program"

(20 minutes-2 times/week)

Major emphasis of this phase of the program is to begin to orientate the 3 and 4 year olds to the facilities, use of equipment, auditory cues, etc., so that they will have a successful mainstreaming experience early in the kdg. year.

Mainstream Program

All visually handicapped children are mainstreamed into regular physical education class allowing for as much individualized instruction as possible.

B. "Staffing" and Planning

(20 minutes meeting/week)

Evaluation of student progress will be recorded and discussed with resource teacher, mobility orientation person, classroom teacher, etc.

C. Evaluation of Student Progress

A brief evaluation form will be kept on all students and will measure aspects of fitness and attitude.

D. Evaluation of Adapted Program

At the end of the school year the program will be evaluated as described in the "Proposal For Assessment of On-Going Programs."

E. Liaison Person

The elementary physical education teacher at Glenn Stephens will act as the liaison between elementary, middle and high school and will receive and disseminate all informational materials and equipment relative to physical education for the visually handicapped to other physical education teachers in the Memorial Pyramid.

F. Recreation Program

1) If scheduling permits, the physical education teacher will attempt to engage the students in recreational activities such as bowling, ice skating, roller skating, etc. This could possibly be accomplished during "mini fun" on Friday afternoon.

2) The physical education teacher will attempt to program some recreational activities during the noon hour with the help of volunteers and the coordinator for special recreational services.

G. Special Equipment

The physical education teacher with the help of the Coordinator of Physical Education will order, "try out", and evaluate "special equipment" developed for use by the visually handicapped and will share this information with other physical education staff members.

H. Utilization of Student Help

1) Whenever scheduling allows practicum students from the University of Wisconsin Adapted Physical Education Class will be assigned to work with students on an individual basis.

2) Memorial High School Advanced Physical Education Students will be assigned to classes where visually handicapped students are being mainstreamed so that they can provide additional individual help.

3) Students from the regular G.W.S. population always assist in class.

I. Equipment Needs

1 Gym Bowling Set	$44.00	1 Treadmill	
2 Pair Roller Skates (4.95)	9.90	1 Tandem Bike	$118.99
3 Stationary Exercise Bikes	79.95	2 "Sounding" Balls(11.95)	23.90
3 Gym Scooters (11.95)	35.85		

T.M.R. ADAPTED PHYSICAL EDUCATION PROGRAM AT GLENN STEPHENS SCHOOL

I. Needs of the T.M.R.'s

A. to learn to participate in spontaneous, purposeful play

B. to experience success in activities

C. to have interest and attention constantly restimulated

D. to improve functional capacity, cardio-vascular and respiratory fitness

E. to improve posture, coordination, and balance

F. to improve spatial orientation

G. to experience concrete learning situations

H. to belong to a social group

I. to learn basic movement skills to be used in simple game activities

J. guidance to become involved in leisure time activity

II. Goals of the Adapted Physical Education Program for the T.M.R.'s

A. To meet the physical needs of the student the program will:

1) provide a structured program of physical fitness geared to the individual needs of the students

2) provide experiences in learning basic movement patterns

3) provide instruction for student in learning good posture, balance, and coordination skills

4) provide opportunity for spontaneous purposeful play

5) provide experiences for learning low organized games utilizing basic movement skills

B. To meet the social needs of the student the program will:

1) increase the physical fitness level and skills of the student so that he/she can better handle a mainstreaming experience

2) provide learning experiences that require cooperation, sharing, and responsibility so that the student can practice these skills

3) provide group activities for the student to participate in both, in a self-contained class and in a mainstreamed situation

4) provide activities where the student will experience greater degrees of acceptance and belonging as an individual member of the group

C. To meet the emotional needs of the student the program will:

1) provide an atmosphere where the student can experience success and consequently improve his/her self concept

2) provide an atmosphere where the student can release agressions in a socially acceptable way

3) provide a variety of emotional outlets through opportunities for participation

D. To meet the intellectual needs of the student the program will:

1) provide a variety of activities and methods of presentation to help maintain student interest

2) provide learning experiences that will further develop cognitive skills

3) provide a program with logical progressions that has concreteness and repetition built in

E. To direct students toward healthful wholesome habits in everyday life the program will:

1) teach skills necessary for participation in leisure time activities

2) encourage "playground partners" with regular school population so student will be able to interact with others during recess and lunch hour

3) possibly provide recreational outings and noon hour programs in conjunction with volunteer helpers and the Coordinator of Special Recreational Services

III. Implementation

At Glenn Stephens School, 3 1/2 hours a week have been allocated for an Adapted Physical Education Program for the T.M.R.'s. Following is the development of the 1974-75 program.

A. Instructional Program

Adapted Program

1) Small Group Classes

(4 groups/20 min. each/once per week)

All T.M.R. students are involved in this part of the program. Students are grouped according to their physical and social capabilities, four to eight in a group. Fifth grade G.W.S. students assist with these classes. The physical education teacher will attempt to meet the program goals by working with students on:

a) physical fitness and conditioning programs

b) posture, balance and coordination

c) skills of listening to and following directions

d) utilization of equipment

e) sports skills necessary for game play

f) locomotor and rhythmic patterns

g) tumbling and gymnastic skills

h) social skills necessary for group interaction

i) most activities that they will be confronted with in the mainstreamed class situation

- so that he/she will be more likely to experience success participating in the regular physical education class.

2) Special Small Group Classes

(2 groups/20min. each/once per week)

A second weekly experience for those students yet unable to handle the mainstreamed regular physical education class.

3) Individual Help and Testing

(40 minutes/week)

4) Special Olympics

(20 minutes/week)

A special practice "class" for the older students who are interested and eligible to participate in the Special Olympics.

Mainstream Program

Whenever mainstreaming is appropriate, students will be placed in a Kdg., 1st or 2nd grade regular physical education class, one period per week, (no more than 3 T.M.R./regular class).

B. "Staffing" and Planning

(30 min./week)

Evaluation of student progress will be recorded and discussed with classroom teachers and future planning will be done.

C. Evaluation of Student Progress

A brief evaluation form will be kept on all students and will basically measure physical and social growth.

D. Evaluation of Adapted Program

At the end of the school year the program will be evaluated as described in the "Proposal for Assessment of On-going Programs".

E. Recreation Progress

The physical education teacher will attempt to teach skills necessary to carry out leisure time activities, but will not have enough time to supervise these activities. The Coordinator for Special Recreational Services will schedule a special noon hour program for some of the older children.

F. Utilization of Student Help

1) Whenever scheduling allows, practicum students from the University of Wisconsin Adapted Physical Education Class will be assigned to work with individual students and with testing.

2) Memorial High School Advanced Physical Education Students will be assigned to help students in the Special Olympics program.

3) G.W.S. students will be assigned a partner in the Special Small Classes to work individually on basic movement skills and appropriate behavioral skills.

G. Equipment Needs

1974-75		1975-76	
1 "Big Wheel" Tricycle	$14.95	1 Cage Ball	$49.95
1 Broad Jump Mat	29.00	1 Crash Pad	200.00
1 Graduated Blance Beam	95.00	1 Cargo Net	130.00
8 Plastic Bats	8.00		
8 Whiffle Balls	4.00		

Program Implementation Plan

Badger School

I. The students at Badger School are largely E.M.R. and T.M.R. There are also a small number of students with neurological impairments and others with hearing impairments. The following needs are common to all or most of the students. The needs will be dependent upon the severity of the condition.

A. The students at Badger have a physical need for:

1. spontaneous, purposeful play, experiences
2. increased functional capacity, strength, flexibility and agility
3. improved posture and body mechanics
4. development of balancing skills
5. improved spatial orientation
6. improvement in basic movement skills (walking, running, climbing)
7. improvement of bodily control

B. The students at Badger have a social need for:

1. increased ability to interact with peers positively
2. feeling accepted and belonging to a group as an individual
3. learning to respect the rights of others
4. leisure time skills in a variety of activities
5. learning to adjust to the demands of the group
6. a degree of social independence

C. The students at Badger have an emotional need for:

1. improved self concept and body image
2. approval and recognition
3. enjoyment of participation in physical activities
4. opportunity to release aggressions in socially acceptable ways
5. activity that will promote good general health
6. learning to accept evaluation, direction, authority, and constructive criticism

D. The students at Badger have an intellectual need for:

1. activities to maintain interest (attention span)
2. development of cognitive skills associated with moving in space, e.g., how, where, when
3. increased ability to follow directions
4. improved communications skills

II. Objectives of the physical education program at Badger

A. Physically, the program will:

1. provide opportunities for spontaneous purposeful play
2. increase functional capacity, strength, flexibility, and agility

3. improve posture and body mechanics
4. develop skill of balancing
5. improve spatial orientation
6. improve basic movement skills
7. improve bodily control (especially neurological impairments)

B. Socially, the program will:

1. develop skills and abilities necessary for successful participation in a variety of leisure time activities
2. provide social experiences that will aid in attaining a degree of social independence
3. allow the student to experience a sense of acceptance and belonging to the group
4. enable the student to adjust to the demands of the group
5. teach the student to respect the rights of others
6. allow students to interact positively with peers

C. Emotionally, the program will:

1. improve self concept and self respect
2. allow the student to experience greater satisfaction and enjoyment through participation.
3. allow the individual to receive recognition and approval
4. provide opportunities to release aggressions in socially acceptable ways
5. enable the student to develop a greater interest in play and recreation which will promote better use of leisure time
6. allow students to participate in activities that will promote good general health
7. enable the students to better accept evaluation, direction, authority, and constructive criticism

D. Intellectually, the program will:

1. provide a variety of activities and methodology to maintain interest
2. improve communication skills (especially important for learning)
3. enable students to better follow directions
4. develop cognitive skills associated with moving in space

III. Curriculum Description

A. Physical Education program

1. skill development
   a) perceptual-motor development will include:
      1- balance activities, e.g., balance beam, stair climbing, and trampoline
      2- locomotor, e.g., basic movement, floor scooter activities, and rope climbing
      3- manipulation of objects, e.g., parachute, hula hoops and balloons
      4- receipt and propulsion, e.g., throwing-catching, kicking, and modified sports

2. Physical fitness will include:
   a) calistenics
   b) self testing activities and stunts
   c) obstacle courses
   d) hiking
   e) jump rope activities
   f) swimming
   g) bicycling
   h) running games and relays

3. Leisure time activities will include:
   a) low organized games and lead ups
   b) individual and dual sport, e.g., badminton, croquet, and ice skating
   c) playground activities
   d) aquatics
   e) rhythms
   f) snow play activities
   g) bicycling, tricycling, wagons
   h) archery

B. The recreation program at Badger includes only swimming and bowling. Swimming is done on a very irregular basis and some people never swim, others never bowl. A desirable program would include a greater variety of activities such as hiking, biking, miniature golfing, tobogganing, fishing and ice skating.

C. Intramurals are not a part of the Badger program at present. It would be possible to develop a program of modified sports for those who want to participate. However, there are the problems of bussing students after school and money for such a program. Hopefully such a program will be implemented sometime this year.

IV. Implementation and recommendations

A. Equipment needs

1. Large equipment priorities
   mats
   cargo net
   floor scooters
   lind climber
   cage ball
   26" bicycle
   horizontal ladder
   trampoline
   weight training equipment
2. Small supply priorities
   records
   hula hoops
   badminton racquets
   plastic balls

whiffle balls and bats
volleyball and badminton nets
archery equipment
hand dynamometer
measuring tape

B. Facility modifications

1. Remove extraneous interference
   a) pop machine
   b) tables
   c) chairs
   d) people (traffic through gym)
2. Provide more space for equipment
3. Lower baskets to 8'6"
4. Larger gymnasium and storage space (long range)

C. Class setting
1. Students will be scheduled at least three times per week. rather than once a week.
2. Students will be grouped according to physical abilities in addition to mental ability.
3. Class size will be held between 2 and 10 students depending upon the needs of each class.

D. Establishment of communication between physical education instructor and classroom teacher, and between physical education teacher and parent.

E. Evaluation of student progress

1. Periodic testing (three times a year)
2. Use such devices as Purdue Motor Survey
3. Careful subjective evaluation

F. Evaluate success of program

1. Did student accomplish the goals of the program

G. Utilization of University of Wisconsin students in the physical education class.

H. Hiring of an aid to work exclusively in physical education

Program Implementation Plan

Lapham School

I. Background

A. A full time adapted physical education position has been created at Lapham school to deal with students who have some type of handicapping condition. These conditions include Trainable Mentally Retarded (TMR), Learning Disabilities (L.D.), Emotionally Disturbed (E.D.), and Orthopedic Limitations.

B. Through this new position all special students will be receiving physical education in the gymnasium and swimming pool in addition to any physical or occupational therapy that they may receive.

II. Learner Needs

A. The four different conditions all have characteristics that are specific to that condition. The presence of these characteristics generate certain needs of these students.

B. The needs are not meant to imply that all students with the same condition will display the same limitation or that the degree of severity of those needs will be the same for all individuals.

C. Needs of the Orthopedically Handicapped

1. to substitute motor skills
2. to improve strength
3. to improve mobility
4. to improve functional capacity
5. to improve posture
6. to improve flexibility
7. to develop recreational skills
8. to improve balance
9. to improve coordination
10. to use movement as stimulant to growth
11. to improve motor ability
12. to improve spatial orientation
13. to improve self-concept
14. to gain in social acceptance
15. to learn to make mental adjustment to the impairment, i.e. amputation
16. to improve body image

17. to develop initiative
18. to participate successfully in social interaction
19. to develop meaningful relationships with peers
20. to understand their physical limitations
21. to make the most of their abilities

D. Needs of the Trainable Mentally Retarded

1. to spontaneously engage in purposeful play
2. to be successful in games and sports
3. to have interest constantly restimulated
4. to belong to social group
5. to improve communication skills
6. to increase in physical strength and endurance
7. to improve coordination
8. to gain greater flexibility
9. to gain an acceptable level of functional capacity
10. to develop meaningful relationships with peers
11. to improve posture
12. to receive guidance for involvement in leisure-time activities

cognitive skills - moving in space - how, where, when, why

opportunity to release aggression in socially acceptable manner

pscho-motor skills

approval and recognition

E. Needs of the Learning Disability Pupil

1. to have concrete and tangible experiences for optimum perceptual-motor learnir
2. to engage in activities that are success oriented
3. to improve spatial orientation
4. to experience meaningful relationships with peers
5. to get guidance for involvement in leisure time activities
6. to develop flexibility, coordination and balance

F. Needs of Emotionally Disturbed

1. to receive extra motivation to achieve goals
2. to overstimulate a concept to allow the child to focus on that concept
3. to have constructive and positive play experiences
4. to gain leisure-time activity skills and opportunities
5. to improve self-concept

III. Program Planning

A. Through the use of the gymnasium and swimming pool facilities the individual needs of each student will be planned to include a range of basic motor skills, and the incorporation of various skills into an activity that can be used in a recreational or intramural setting.

B. Swimming activities will range in instructional objectives according to the ability level of the child.

1. Learn to change to swimsuit on their own.
2. Learn to enter and leave the pool safely.
3. Feel at ease in water.
4. Develop ability to float.
5. Develop ability to propel self across pool.
6. Learn techniques of drown-proofing
7. Establish basic swimming strokes
8. Develop skills for recreational activities

C. Participation in Intramural Program

Beginning points and expectations will be different for each student allowing each child to develop at his own pace and to his own degree of accomplishments.

Program Implementation Plan

Gompers Middle School

Need

The composition of the student body in Gompers Middle School has undergone much change in the past five years. Initially a small junior high with a strong middle class clientel, the rapidly growing school community has resulted in the influx of a large number of children with severe learning and emotional handicaps. Resources to provide services for these students was granted in 1971-72. The addition of EMR sections in the 1972-73 school year and Orthopedics in the 1973-74 year have brought Gompers to the point of being a "full service" school. Mr. Webster, the principal at Gompers has indicated that for the 1974-75 school year, we will be servicing approximately seventy to eighty special students. Included among these students are: orthopedics (11); Educably Mentally Retarded (26); Emotionally Disturbed (12); and Learning Disabilities (approx. 30).

At the present time these "special" students are being serviced through the program of "mainstreaming". In most cases mainstreaming is an effective means of meeting the needs of special students. In Physical Education, however, there is a definite need not only to mainstream "special" students but also to provide smaller adaptive sessions where their unique needs can be met. The purpose of this plan is not one of supplanting the present mainstreaming program but rather one of supplementing it.

Plan

The purpose of the adaptive physical education program is to provide time when these skills can be applied. Experience with special students, especially E.M.R. has demonstrated that because of our emphasis on exposure

through short units of instruction at the middle school level the activity is usually finished before the E.M.R. student has learned the skills well enough to have success when applying them. Adaptive sessions would enable us to minimize this problem. In the case of some of our orthopedic students an adaptive session would be the only way many of them would be able to be involved in physical activity during the school day.

Mr. Siebrecht, principal of Gompers Elementary, has indicated a desire to have his "special" students also included in an adaptive physical education program. It would also be possible, either directly or as a consultant, to provide service for the special students of the other elementary schools, Mendota and Lindbergh, in the Gompers Middle School cluster.

Mr. Geise of the University of Wisconsin adaptive Physical Education has agreed to provide student teachers in adaptive physical education to aid in our program.

Based upon our present middle school schedule and our present estimate of "special" students an outline of the adaptive physical education program is provided below. In viewing this program it is important to remember that these students will also be included through our mainstreaming program in regular physical education classes. Four tenths of a teacher allocation has been given to support this pilot project to develop a physical education program geared more closely to the needs of children with handicapping conditions.

A tentative schedule of special classes is as follows:

MONDAY: E.M.R. class (9:18-10:00), L.D. class (10:58-11:15)
TUESDAY: Orthopedic class bussed to Lapham for swimming (8-9:30)
WEDNESDAY: E.M.R. and L.D. classes (same as Monday)
THURSDAY: Orthopedic class (8:30-9:15), L.D. class (9:18-10:00)

Implementation of this program will be a positive step towards meeting the needs of our entire student body. It would also be the first step towards the development of a K-8 physical education team at Gompers.

A Proposal for Assessing Effectiveness of Current Programs

The Problem

1.0 The extent of the total population in need of an adaptive/alternative has been determined as "high" - the exact nature and needs of that population has not been determined.

2.0 Until a partial survey was taken by the adapted physical education task force of student involvement in physical education classes, it was believed that most students were participating in physical education.

> The statistics derived from information gathered from 1973-74 data of S.E.S. class lists, physical education teachers schedules, and high school "failure", "no credit" and "medical excuse" records show that approximately 10% of M.P.S. pupils may have received no, or inappropriate, physical education experiences based on their individual needs.

3.0 The survey taken was limited by the fact that it was a retrospective study (1973-74) and may not reflect the current status of the physical education program. Furthermore, it identified a population of 600 S.E.S. students whose physical education involvement was not determined; we know they received no adapted physical education experience, whether they were mainstreamed is not known. The task force also identified 175 medical excuses, but has no idea as to the specific medical problems involved. There also was no opportunity for teachers to make a statement as to the appropriateness of the physical education experience that was received by students.

4.0 Further assessment of the population is needed if pupil needs are to be met in the most efficient way.

Strategies

1.0 Survey population to determine extent, and nature of, the need for special programming.

1.1 Two questionnaires (Appendix G and F) will be submitted in an attempt to remediate the deficiences of the original survey. Special education teachers are in an unique position to observe at close range all of their students and consequently can provide accurate information as to the involvement of these students in physical education activities. Moreover, their responsibility for the total educational experience of their students makes their observation as to the appropriateness of their physical education experience extremely valuable.

1.2 To determine specific medical problems and identify those students who are inappropriately placed in regular physical education classes or who may need adapted physical education experiences, a second survey will be distributed to all district physical education teachers.

1.3 Data will also be collected regarding the number of "failures" and no credits at the end of each semester and teacher/student perceptions of the reason(s) for unsuccessful performance.

2.0 Assess the effectiveness of current programs in meeting the needs of the "under-achiever". The primary objective of the adaptive/alternative physical education program is to enhance the physical and behavioral skills of the handicapped individual to an extent that will enable him to successfully participate in the mainstreamed school setting. Specifically this primary objective will be met by enhancing the student's cardio-vascular fitness, psychomotor functioning and affective behavior.

3.0 To assess the success in meeting these objectives the task force proposes that appropriate test batteries be developed. The development of these test batteries, to be used on a system-wide basis, is a task that requires carefully designed research, necessitating additional funds and personnel allocation. It is recommended that the following test batteries be administered to all students in self-contained adapted physical education classes and to selected "special" students who are

receiving physical education classes. It is further recommended that these students be given this test battery in October, 1974 and May 1975. The following testing protocol is recommended.

3.1 AAPHPER Physical Fitness Test or one of its modifications for specific handicapping conditions. Further perceptual motor testing should be done on those students warranting this evaluation.

3.2 Field test for the assessment of cardio-vascular functioning. For that population for which the above test is inappropriate due to medical or motivational problems, it is recommended that a physical work capacity test (heart rate 150) be substituted on a random sample of students.

4.0 Appropriate tools to evaluate affective behavior of students will need to be developed to accurately assess the effectiveness of programs within the Madison Public School System. Until a more appropriate device can be developed, subjective teacher evaluation will have to be utilized.

4.1 A retrieval information form must be compiled and distributed to physical education teachers in September and this same form should be completed again at the end of the school year.

4.2 Students in high school adapted/alternative physical education classes will be given the physical education attitude questionnaire piloted at Memorial High School three years ago.

5.0 To implement this assessment of on-going programs during the 1974-75 school year several steps must be taken.

5.1 The proposal should be submitted to the internal research committee for approval and support.

5.2 An individual or group must be designated to assume responsibility for the coordination of the testing program.

5.3 The population to be tested must be determined. This will include approximately 200 students in self-contained adapted/alternative classes and 60 mainstreamed students representing many handicapping conditions.

5.4 Additional resources must be allocated for the following tasks:

5.4.1 Consultant and staff time to develop assessment instruments.
5.4.2 Student help to administer tests and compile data (approximately 360 hours).
5.4.3 Purchase testing materials and equipment not presently available.

6.0 A plan developed for the dissemination of the findings and the implementation of recommendations for the school year 1975-76.

A Model For Planning/Development of Adaptive and Alternative Programs

Area Planning and Communication Units

It is recognized that the individual school - with its own unique needs and resources - must serve as the focal point in the planning and implementation of any program. However, if program development is to be efficient and effective consideration must be given to the movement or flow of students from elementary school, to middle school, and through high school. Any program has an impact on those that preceded it and, in turn, on those to follow. Recognizing the importance of continuity and articulation as vital components to the success of any program of adaptive/alternative physical education it is proposed that the existing area organizational structure (Figure 1) be used as the primary planning unit. The purpose of this unit is to:

1. encourage program development consistent with the models suggested in this report
2. gain access to the specialized resources existent in the area and district
3. provide area personnel with a consistent vehicle for conveying and receiving important communications
4. foster consistency in planning between the feeder schools and good program articulation K - 12

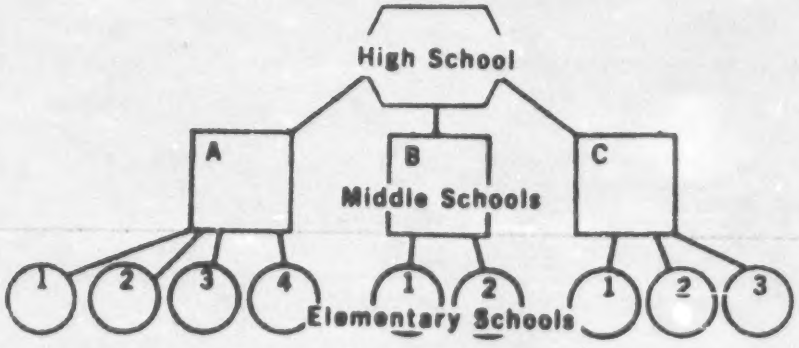
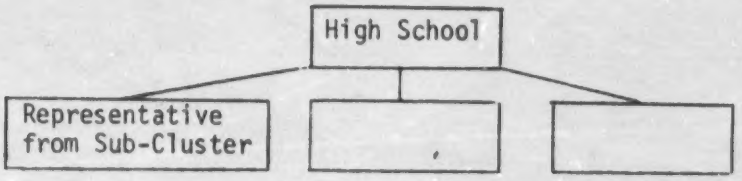
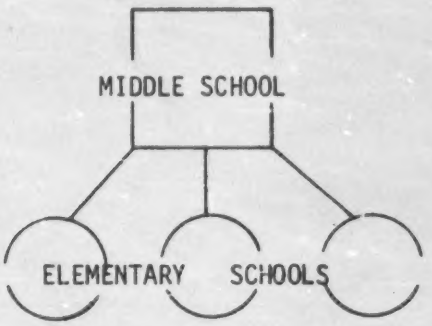


Figure 1. Area Planning Unit.

The basic unit of the model is the area cluster (Figure 2) which consists of the high school and a representative from each of its sub-clusters.



The sub-cluster is comprised of one middle school and its feeder schools.



Staff representation in each planning unit is:

Sub-Cluster

1. Middle School Physical Education Staff
2. Elementary School Physical Education Staff
3. S.E.S. Representative

Area Cluster

1. Representative from each sub-cluster
2. High School Physical Education Staff Representative
3. S.E.S. area coordinator

District-Wide

1. Physical education representative from each attendance area
2. S.E.S. area coordinators
3. Coordinator of Physical Education
4. Representative from the Medical Advisory Board
5. University consultants
6. Representative of Citizens Advisory Committee

The sub-cluster is the basic functioning unit within the model. The sub-cluster consists of the physical education staffs from the middle school and elementary school as well as a representative from the S.E.S. staff who is assigned to a school within the sub-cluster.

At the area-cluster level representatives from all the middle school sub-clusters as well as the S.E.S. area coordinator and high school representatives should be included.

The final step in the model consists of a district wide meeting. Included in this meeting should be a representative from the physical education staffs from each of the four attendance areas; also included should be the S.E.S. Area Director and the Coordinator of Physical Education.

A suggested schedule for meeting times includes quarterly meetings for each planning unit. The sub-cluster meeting should be scheduled early in the quarter with the area cluster and district-wide meetings scheduled at later dates within the quarter.

QUESTIONNAIRE FOR S.E.S. TEACHERS
REGARDING STUDENT INVOLVEMENT IN PHYSICAL EDUCATION CLASSES

The physical education department is trying to determine to what extent students identified by S.E.S. as having special needs are being serviced by the physical education program in your school. Please complete the following form relative to the students on your S.E.S. class list.

Teacher's Name _____

School _____

Classification EMR TMR LD ED ORTHO VH HI (Circle)

Number of Students _____

	NUMBER OF STUDENTS	MAINSTREAMED CLASS - NO. OF TIMES CLASS MEETS EACH WEEK	ADAPTED CLASS NO. OF TIMES CLASS MEETS EACH WEEK	TOTAL NUMBER MINUTES PER WEEK PER STUDENT
STUDENTS ONLY BEING MAINSTREAMED INTO REG. PHY. ED. CLASS				
STUDENTS BEING SERVED ONLY IN AN ADAPTED PHY. ED. CLASS				
STUDENTS BEING SERVED IN BOTH AN ADAPTED AND MAINSTREAMED PHY. ED. CLASS				
STUDENTS RECEIVING NO FORMAL PHYSICAL EDUCATION EXPERIENCE				

Do you feel that the physical education experience that your students are getting is adequate or appropriate to meet their special needs?

If not, what are your recommendations based on the 3 types of programs mentioned above.

If your students receive no formal physical education experience, please state reason.
(i.e. medical excuse, time not allotted, no program available, etc.)

Please return this questionnaire by September 20th to: Donald Brault, Coordinator
Physical Education Department
Administration Building

ADAPTIVE/ALTERNATIVE PHYSICAL EDUCATION PROJECT

Physical Education Teacher Questionnaire

Teacher Name _____ School _____

Grades Represented: (circle) K - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12

Please complete and return to Task Force % Don Brault by no later than October 25.

Thank You

CLASSIFICATION OF PRIMARY HANDICAPPING CONDITIONS (EACH STUDENT SHOULD APPEAR JUST ONCE)	NUMBER OF STUDENTS IN YOUR CLASSES WITH:	NUMBER OF STUDENTS ONLY MAINSTREAMED IN REGULAR P.E. CLASSES	NUMBER OF STUDENTS ONLY IN AN ADAPTED P.E. CLASS	NUMBER OF STUDENTS IN BOTH AN ADAPTED AND MAIN-STREAMED SITUATION	NUMBER OF SEMESTER MEDICAL EXCUSES	NUMBER OF STUDENTS WHO COULD BENEFIT FROM AN ADAPTED CLASS IF NOT ALREADY PLACED
HEARING IMPAIRMENT						
ORTHOPEDIC						
MENTAL RETARDATION						
EMOTIONAL DISTURBANCE						
LEARNING DISABILITIES						
VISUAL IMPAIRMENT						
CEREBRAL PALSY						
WEIGHT PROBLEMS						
CARDIO-VASCULAR PROBLEMS						
ASTHMA						
OTHER RESPIRATORY PROBLEMS						
LOW MOTOR FITNESS						
SPECIAL HEALTH PROBLEMS						
HEMOPHILIA						
DIABETES						
EPILEPSY						
MUSCULAR DYSTROPHY						
ANEMIA						
POST-OPERATIVE						
OTHER: PLEASE SPECIFY			60			

A Model for Student Screening and Placement

The Special Educational Services Department of Madison Public Schools has developed a basic model in their attempt to identify students having "exceptional educational needs". What follows below is a brief description of that model.

The first part of the model is based primarily upon objective data which is generated through the administration of various tests. Included in this group are the mentally retarded whose placement is based upon I.Q. Tests and impairment in adaptive behavior, and the hearing and visually impaired whose placements are also based upon a series of objective screening tests. Using these screening devices the State of Wisconsin has established criteria for the placement of individuals within special educational settings.

In the second part of the model the medical condition of the student is the primary factor. This area includes the orthopedic, the neurologically impaired, the cardiac problemed child as well as any other physical condition which requires a student to be placed in a unique educational setting.

The third part of the model is a referral system. The referral system is also the final stage of the two previous parts of the model. When using the referral system it is the teachers responsibility to supply the data necessary for referral. When a teacher observes behavior which he deems deviant it is his responsibility to develop a record of the student's behavior. Other teachers are also requested to develop and maintain a record of this child's behavior. A referral is then made to a S.E.S. staff member who's responsibility it then becomes to schedule a staff meeting to discuss the student's situation. The parent is notified that a referral is being made. Included in the staff meeting are the referring teacher, S.E.S. representatives, counselor, principal and other interested regular staff.

When appropriate, other resource people may be requested to attend. Written parental permission must be secured before evaluation is initiated. As a result of this staffing plans are made to deal with the student's situation. The options available for action are many and may involve further testing, a change in teaching strategies on the part of the referring teacher, a change in class placement or whatever other strategy the staff feels is appropriate. Special class placement also requires written parental permission.

In developing the criteria for the identification of an adapted physical education population the same basic model should be used. In using this model there are many advantages. First, the structure for the model has, in most schools, been previously established and simply involved the physical educator becoming a more active participant; and second, it provides an interdisciplinary approach to dealing with a problem allowing the physical educator to tap resources which already exist within the school system.

The following is a description of the same S.E.S. model with modifications made to make it appropriate for physical education.

Objective data can be obtained through the administration of appropriate psycho-motor, skill and fitness tests. Screening devices for each of the three levels, elementary, middle and high schools, would be administered. These tests should be administered at grades K, 3, 6 and 9. Students whose performance does not meet acceptable (needed research) standards would then be recommended for inclusion in an adapted program.

Subjective data via teacher observation is a second means of evaluating the necessity for inclusion in an adapted program. This data would be collected

and logged by the physical education instructor or any teacher who has the opportunity to observe both the physical and social skills of the student. The referring teacher would then initiate a staff meeting to consider the student's situation. Personnel involved in the staffing would include members of the Physical Education Staff, the student's academic teachers, counselor, principal, representative from S.E.S. Staff as well as any medical support personnel (school nurse, P.T., O.T., or M.D.) deemed necessary. A decision would be made during the staffing based upon the degree of deviancy of the behavior, the frequency at which the behavior is being displayed, and the duration for which this behavior has been demonstrated.

A third criteria used in the identification of the adapted population would be medical concerns. Included in this category would be orthopedic-conditions, cardio-vascular and respiratory problems, post-operative conditions, the blind and the deaf. In many cases because of their physical problems these students would benefit more from a program modified to meet their needs.

In all cases it would be important that a staff meeting be used in the programming and monitoring of a student's progress. An educational plan consisting of written instructional and behavioral recommendations should be provided for each student placed in the Adapted Physical Education Program. Recommendations should include identified strength and weaknesses, physical performance factors to be developed, methods of instruction, and suggested materials to be used.

Proposal for a Beginning Program of Adaptive/Alternative Physical Education at La Follette

I. Philosophy

A. At La Follette we fully accept the Madison Board of Education philosophy of physical education for ALL, as an integral part of "Total Education" for each individual.

B. We feel that, presently, not everyone is receiving the best possible physical education opportunity because they cannot successfully complete the requirements of our structured program. Therefore, we feel that an adaptation of part of our present program could more fully meet the needs of those people who need it.

II. La Follette's "Needs" Concerning Adaptive/Alternative Physical Education

A. At La Follette we feel that the following people are in need of adaptive/alternative physical education.(Listed in order of priority)

1. Social-Emotional Problems (170 students in this category)
   (a) E.D. (18 students)
   (b) Chronic failures due to non-attendance (average 83/semester)
      1- dislike certain activities and teachers
      2- dislike showering
      3- can't function in structured physical education class

2. Special Health Problems - Medical Excuse From Physical Education (30)

3. EMR (20)

4. Low Motor Fitness (Need Screening Device)

5. Weight Problems (Statistics Not Presently Available)

B. How Can We Help These People

1. Offer More Individualized Instruction
   (a) Special Class Offering
      1- segregated class if not more than 15
      2- contractual physical education agreement
      3- selection of activities

   (b) Mainstream With Additional Individual Help Where Possible, by Use of "Class Leaders"
   (c) Combination of mainstream and special help by using students' study hall time for individualized help outside of normal physical education class

2. Offer at least two sections of physical education that are more flexible in structure than the rest of the program

3. Develop, on trial and error basis, activities that meet the needs of the people in adaptive/alternative physical education (Activities that provide them success, enjoyment as well as educational values)

C. How Might This Program Affect Other People Inolved

1. Faculty
   (a) Other physical education teachers will have problem students removed from class and centralized - this will provide them fewer problems in their "regular class"
   (b) By keeping problem people in physical education (especially the chronic failures) we may aid in keeping them in school and therefore other classes - also we provide them an emotional release opportunity which could aid in having them "under control" in other classes

2. Students
   (a) Problem students (adaptive/alternative) get individualized help
   (b) Non-problem students have a better learning opportunity and perhaps a more enjoyable one when problem students are removed from the regular setting

3. Administration - The centralization of the most severe problem students in physical education eases the principal's burden in terms of student accountability

4. Parents of problem students, through conference, will be able to see what we are doing for their children - this may improve their concept of physical education and ultimately through their acceptance, the student will be more willing to accept physical education

III. Immediate Objectives for La Follette

A. Review Present Adaptive/Alternative Programs in City at High School Level

1. Memorial (Adaptive/Alternative Program)
   (a) Adaptive Program Aimed at EMR's (2 year program)
      1- separate class with ultimate goal of mainstreaming
      2- criteria: basically referral and work with Special Education teachers
      3- 26 students involved, meeting three times per week
      4- two teachers worked with the class
      5- teachers volunteered free time, no special scheduling per re and no special financial expenditures made for this program

(b) Alternative Program Aimed at ED's (1 year program)
1- points 1, 2 and 5 above apply here
2- 14 students, meet 2 times per week
3- 1 teacher

2. East (Adaptive Program)
(a) Boys' Program
1- average students per semester with 1 teacher
2- separate class with ultimate goal of mainstreaming
3- criteria: medical or psychological problem - need medical excuse for inclusion
4- teachers have adaptive class as part of their scheduled load
5- no additional funds or facilities necessary to carry on this program
(b) Girls' Program
1- average 25 students per semester with 2 teachers
2- points 2-5 as above

3. Both of These Program Are Excellent Attempts To Meet Each Schools' "Top Priority Needs" in the Adaptive Area of Physical Education. With Time and Acceptance of the Programs They Will Both be Able to Meet the Needs of More and More People With Handicapping Conditions by Broadening the Scopes of Their Programs.

B. La Follette's Criteria for Acceptance in Adaptive/Alternative Program

1. Top Priority Needs - Social and Emotional Problem Students
2. Last Year's Physical Education Performance - Grade (F's and NC's)

3. Referral: Previous Physical Education Teachers, Special Education and S.E.S.

4. Conferences: With Past and Present Physical Education Teacher, Special Education Teacher, Guidance Counselor, Grade Principal, Student and Parent

5. Aimed Primarily at 9th and 10th Grade Students

C. Scheduling for La Follette

1. No Drastic Change to Established Scheduling

2. Where Interested Teachers Have "Light" Load (25 or less students) We'll attempt to Switch Kids to Another Light Load Class to Open Up A Section for Under-Achievers With Social and Emotional Problems

3. We Will Attempt to Keep This Adaptive/Alternate Physical Education Class Down in Numbers to 15-20

4. We Will Request the Aid of Special Education Teacher in Physical Education Classroom as Aid to Physical Education Teacher

5. Class Will Meet on Normal Odd-Even Schedule (5 times every two weeks)

6. We Will Attempt to Set Up Two Such Classes, If possible, One in the Morning and one in the Afternoon

D. Personnel for La Follette

1. As part of the physical educatio.. teacher's normal load he may accept a section of Alternate/Adaptive Physical Education

2. Special Education teacher will be requested to aid with class when possible.

3. No additional personnel required at this time

4. We will request practicum people as aids from the University of Wisconsin Adaptive Education Course

E. Funding for La Follette: No Additional Funds or Facilities Necessary at This Time

F. Goal for La Follette: To Mainstream These Problem Students After a Maximum Period of 1-2 Years.

G. To Aid the La Follette Adaptive/Alternative Program We Will Establish Communication With and Use Of, the Following Resource People in This Area:

1. Mike Giese (University of Wisconsin Adaptive Physical Education)

2. Practicum people (University of Wisconsin Adaptive Program)

3. S.E.S. people within the school and at central administration level

4. Recreation specialists in adaptive area

5. Department of Behavioral Disabilities (University of Wisconsin)

6. Guidance personnel within the school

H. Develop Articulation Between Adaptive/Alternative Program and School and Community Recreation Programs

1. Increase our personnel, equipment and facility resources

2. Provide for carry over from physical education class to outside school activities

I. Develop Means of Evaluating Our Program

1. Questionnaire asking for list of program:
   (a) Strengths
   (b) Weaknesses
   (c) Needed improvements

2. Conferences aimed at points (a) - (c) above

3. People involved with both questionnaire and conferences would be:
   (a) Students
   (b) Parents
   (c) Faculty involved with people in this program
   (d) Principal(s) involved with people in this program
   (e) Special Education Teachers
   (g) Physical education teachers

J. On basis of one year's experience and the program evaluation make requests for next school year:

1. Schedule specific blocks of time for Adaptive/Alternative Physical Education

2. Personnel -
   (a) as part of normal load schedule intereste physical education teachers - specifically for this program
   (b) area coordinator or Director of Adaptive Physical Education should be hired or assigned

3. Funding
   (a) equipment
   (b) busing
   (c) field trips
   (d) research (especially development of screening device norms)

IV. Short Range Objectives

A. Develop screening devices at 9th grade level to aid in the identification of handicapped individuals.

1. General fitness tests

2. Psycho-motor skill tests

3. Postural assessment

B. Develop articulation between Middle Schools (Schenk and Sennett) and La Follette High School personnel to implement referral system for identifying handicapped 9th grade students.

C. Plan student/parent conference procedures to communicate:

1. The students' "need" for adaptive or alternative physical education experience based on:
   - referrals
   - screening results
   - past performance
   - conference

2. How these "needs" might be met
   - enrollment in adaptive or alternative class
   - mainstream with additional help
   - enrollment in both mainstream and adaptive/alternative classes

3. What the possible outcomes of the Adaptive/Alternative Physical Education experience might be
   - ultimate mainstreaming
   - mainstream with additional help
   - continuation of adaptive/alternative class

D. Begin to develop Adaptive/Alternative Physical Education curriculum based on the past year's findings.

E. Begin to broaden the range of handicap types included in the Adaptive/ Alternative Physical Education program.

F. Develop "Boys'" Cadet Program and expand "Girls'" Cadet Program for the purpose of:

1. Affording those students a more comprehensive physical education background on an elective basis.

2. Using these students as resources in the Adaptive/Alternative Physical Education class.

G. Request further refinement in:
- scheduling adaptive/alternative classes
- aiding at least one physical education staff member to become certified in Adapted Physical Education
- seeking outside funding

H. Continue communication with and use of resource people (See III G)

I. Continue to evaluate and refine program

V. Long Range Objectives

A. Collect, evaluate and interpret information pertaining to:
- validity and useability of screening criteria
- contribution of program to La Follette High School
- carry-over value of program to lifetime habits

B. Modify adaptive/alternative physical education program based on the assessment done under point A above.

C. Establish district-wide screening battery including norms for each specific test.

D. Continue to:

1. certify staff members to teach adaptive/alternative physical education

2. seek outside funding

3. broaden range of handicap types included in program

4. evaluate and refine program

Program Implementation Plan

School-Community Recreation

PROGRAMS PLANNED FOR 1974-75

(1) Continuation of weekly program at Marquette Middle School for EMR class.

(2) Continuation and expansion of weekly program at Schenk Middle School for EMR class, as per request for additional time from the principal.

(3) Initiation of new program for one afternoon weekly at Gompers Middle School for a variety of their special education students.

(4) Continuation of weekly noon program at Lapham Elementary School for multiple handicapped children.

(5) Initiation of a program for senior high school special education students to be conducted in conjunction with the Drop-In Program from October 1974 through April 1975.

(6) Initiation of two or three recreation programs at selected elementary schools for special education students during the school day, on an experimental basis, upon the request of and with the assistance of special education class teachers.

(7) Continuation of the Saturday Specialized Recreation Program at East High School.

(8) Work with student "buddy" system for handicapped children to enter ongoing recreation programs.